Name _____

HOW TO Get Freckles

Write and illustrate the steps that Andrew must follow in order to get freckles. Write in complete, clear sentences.

First...

_____

_____

_____
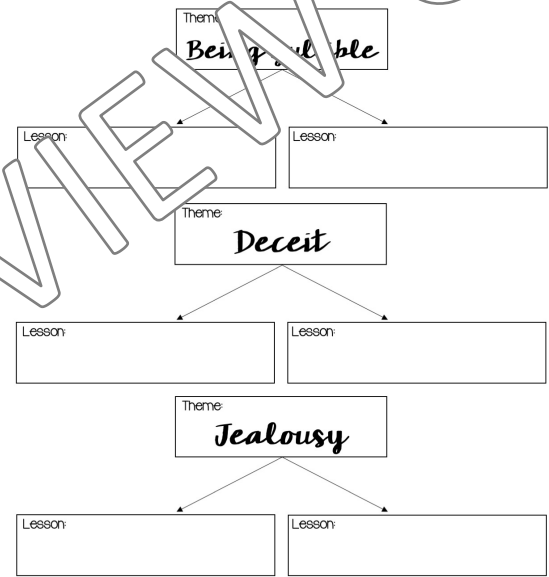
_____

Next...

Last...

Instagram Feed

Name _____

Choose one of the characters from the story. Write two Instagram posts from that character's point of view, detailing important events from the story. Include at least 3 hash tags per post, along with a "photograph" (illustration) of each event.

Character Traits

Name _____

Choose two characters from the story. Sketch portraits. Label the characters. Name one trait for each character. Then, list evidence for your chosen traits.

Portrait

Portrait

Character: _____

Trait: _____

Character: _____

Trait: _____

1.

2.

3.

1.

2.

3.

Themes & Lessons

Name _____

Think about the major themes written in the boxes below. Write related lessons that can be learned from the story, in each of the connecting boxes.

Theme: **Being Likeable**

Lesson:

Lesson:

Theme: **Deceit**

Lesson:

Lesson:

Theme: **Jealousy**

Lesson:

Lesson:

Common Core codes are listed on the bottom of each activity.

---

10 Reading Response Activities

- Focuses include character analysis, plot, writing, and more!
- Open-ended questions and graphic organizers perfect for differentiation.
- Aligned with Common Core.

ACTIVITY PACKET

FRECKLE

By Judy B

Name _____

Name <u>Answers may vary</u>

Character Traits

Choose two characters from the story. Sketch portraits. Label the characters. Name one trait for each character. Then, list e_____ce f___ your chosen traits.

Portrait

Character: <u>Andrew</u>

Trait: <u>Determined</u>

1. Once he ___ the idea of obtaining ___ckles, he couldn't think of anything but getting them somehow.

2. Even though the juice tasted awful, he mustered up the strength to drink the entire glass.

3. Even th___ ___ determin___ word, s___

Portrait

Character: <u>Miss Kelly</u>

Trait: <u>Understanding</u>

1. She gives Andrew the freckle juice recipe back, even though she could have trashed it or punished him for it.

2. She gives Andrew freckle remover to try to help him out in a non-embarrassing way.

RL 3.3/RL 4.3/RL 5.3/RL 6.3

Easy Planning & Low Prep
- Table of Contents tells you focus skill and when to use what
- Student Cover Page
- All answer keys

Culminating Project Choices

Name _____

In the boxes below, you will find nine project choices to complete after you finish the book. Each of the projects is worth a certain number of stars. You must choose one or more projects that add up to at least _____ stars. Color in the stars of the project(s) you choose.

Write to the Author ☆
Write a letter to Judy Blume, the author of *Freckle Juice*. In the letter, tell her three things you like about the book. Then, ask her three questions. These can be either personal questions, or questions about the book.

Playwright ☆☆
Choose your favorite scene(s) from the story. Write it in the form of a play. Either record it to broadcast, or perform it live in front of the class. You will need to get some classmates to play your supporting actors.

Humorous Books ☆☆☆
Read another chapter book known for its humor such as: *There's a Boy in the Girls' Bathroom, Sideways Stories from Wayside School*, or *Tales of a Fourth Grade Nothing*. Write a summary and a review about the book. Then, draw an illustration of the book.

Game On ☆☆☆
Create a board game that is themed around the book. Your game must include a board, game pieces, instructions, question cards, and any other materials needed to play the game. You will present your game to the class.

Alternate Ending ☆
Do you wish *Freckle Juice* had a different ending? Write an alternate ending to the story. Include an illustration with your alternate ending.

Newspaper ☆☆☆
Create a complete newspaper about the events that happen in the book. Include some articles, a comic strip, an advertisement, an obituary, and any other newspaper parts you can think of!
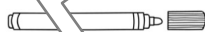
3D Characters ☆☆
Create 3D depictions of the characters. You might use clay, play-doh, posterboard, yarn, wood, or any other material you choose. Include index cards with descriptions about each character.

Paper Bag Book ☆☆
Fill a bag with 7-9 items to represent important parts of the book. Present the items to the class and explain why each item is important. On the outside of the bag, include the book's title, author, and a picture.

Puppet Show ☆☆
Create puppets that depict the characters in the book. Use the puppets to act out a scene from the book in front of the class. The puppets may be made out of any material you choose. Be sure to turn in a written manuscript of your play.

Culminating Project Choices: Grading Sheet

Name _____

Project Choice #1
Project Name: _____
Grade: _____
Comments: _____
_____
_____

Project Choice #2
Project Name: _____
Grade: _____
Comments: _____
_____
_____

Project Choice #3
Project Name: _____
Grade: _____
Comments: _____
_____
_____

Project Choice #4
Project Name: _____
Grade: _____
Comments: _____
_____
_____

Project Choice #5
Project Name: _____
Grade: _____
Comments: _____
_____
_____

Project Choice #6
Project Name: _____
Grade: _____
Comments: _____
_____
_____

Project Choice #7
Project Name: _____
Grade: _____
Comments: _____
_____
_____

Project Choice #8
Project Name: _____
Grade: _____
Comments: _____
_____
_____

Project Choice #9
Project Name: _____
Grade: _____
Comments: _____
_____
_____

Additional Resources:
- Culminating Project Options for students to complete after the novel

1. In the Google folder you received after purchasing my product, you should have found three files: the **digital version**, the **printable PDF**, and the **instructions** you are currently reading.

2. You will notice that the digital version contains the resource in its entirety. This includes Tables of Contents, student pages, answer keys, and everything else. You will also notice that the document has blue text boxes already placed everywhere that students will need to type.

   MAKE ANOTHER COPY of this document by going to File>Make a copy. A window will pop up that says "Copy document." Rename it as you wish, and then click OK.

   You will customize this additional copy in whatever ways you want, according to your students' needs.
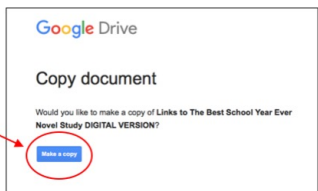
3. Think through how you want to roll it out to your students. Decide what you want your students to have access to. Obviously, you won't want to share answer keys. Also, for example, do you only want to assign your students certain pages at a time? Once you decide, **delete** everything you don't want your students to have access to, and **reorganize** the remaining pages however you wish.

4. If you need to, make additional copies (as outlined in Step 3). For example, maybe you want to separate the assignments into smaller chunks, or withhold certain resources until a certain time. Just be sure to name all of your customized copies according to what they are, so it is not confusing when it comes time to share the documents with your students.
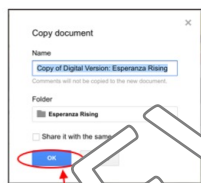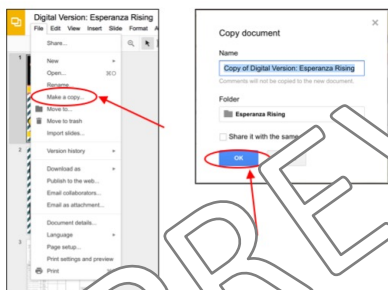
5. Once you're ready, share the documents with your students as needed. Students will need their own Google™ accounts. To share, open the document you want to share in your Google™ Drive. Then, click on the blue button in the upper right corner that says "Share."
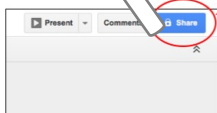
   Note: Sharing with students can also be done through Google™ Classroom.

6. Next, you will be prompted to enter the students' e-mail addresses. **Be sure to mark your shared document as "Can View,"** which is a drop down menu on the right-hand side of where you type the e-mail addresses. *"Can Edit" will likely be the default selection, so you may need to change it.*
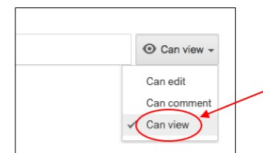
7. Students will need to make their own copies since you don't want them to be able to edit your original documents. Their own copies will then get saved into their own Google™ Drives. In order to make their own copies, students will need to click the links in their e-mails, which will open whatever document you shared with them in Google™ Drive. Students will need to click on "File," and then "Make a copy," in the upper left corner.
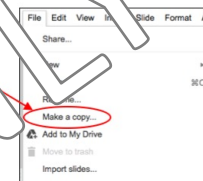
   A box will pop up like the one below. Students can change the name of their copied documents to something of your choosing, so that it is not confusing when they share their document back with you. After they hit OK, the document will be saved in their own Google™ Drives.

   Students will rename their copied documents here.
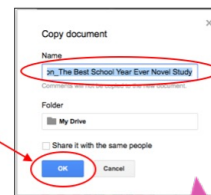
8. Students will be able to access the content, type in text boxes, add text boxes, draw pictures, etc. Changes that students make to their documents will be automatically saved.

9. Students may share with you their works in progress.

10. Don't forget that you do have the option to print. The printable PDF versions are black and white and printer-friendly, while the Google™ Drive versions are most handy if they are printed. Many teachers find that they end up using both versions.

11. There are places where students are prompted to type. With iPads or tablets, this is easy to do. However, if needed, find it under the "Insert" dropdown menu in Google.

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Why do it digital?

- ✓ No paper or pencil
- ✓ No wasting ink
- ✓ Students work directly in the file
- ✓ Incorporate technology
- ✓ Improve student writing
- ✓ High student engagement
- ✓ Renewed student interest
- ✓ Access anywhere
- ✓ College readiness
- ✓ Also printable
- ✓ Full color
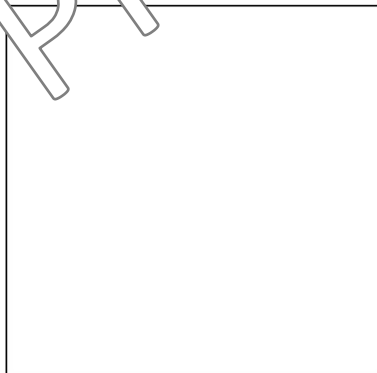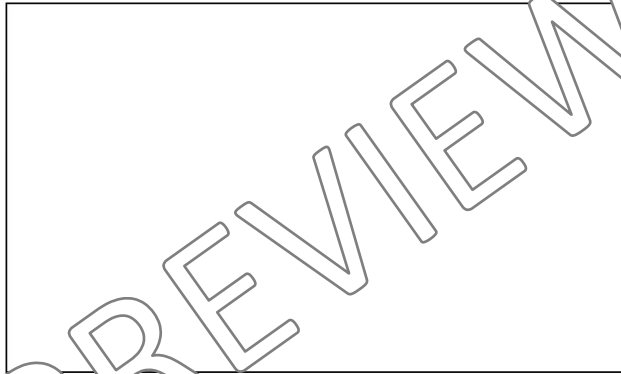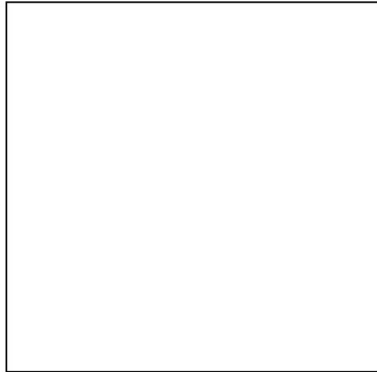
MORE about the GOOGLE™ version...

- All pages are available in "Google™ Slides" with text boxes, for students to type into.
- Please note that the text within the resource itself is *not editable*. This version simply offers students the opportunity to access the pages via Google Drive™, so they may type and draw directly on the pages on their computers or tablets.
- Though the text is not editable, you may delete or reorganize the pages as needed.
- See sample screenshots on the right for a clear idea of what this looks like.

PREVIEW ONLY

Digital Version: Harry Potter and the Prisoner of Azkaban Activities

Name _____

HARRY'S CONFLICTS

Harry encounters many conflicts, or problems, in these chapters. In the space below, write about Harry's conflicts. Then, write about how the conflicts get resolved. If a conflict doesn't get resolved, explain why.

# CONFLICTS	RESOLUTIONS
Write about each of the problems that Harry encounters below.	Write about how the conflict gets resolved. If it doesn't get resolved, explain why.
1 — Text here	Text here
2 — Text here	Text here
3 — Text here	Text here
4 — Text here	Text here

RL 3.3/RL 4.3/RL 5.3/RL 6.3   ©2017 Nothing but Class

COMIC STRIP

Design a comic strip below that shows what happened in the reading.

Title: _____

RL 3.3/RL 4.3/RL 5.3/RL 6.3

Character Traits

Choose two characters from the story. Sketch portraits. Label the characters. Name one trait for each character. Then, list evidence for your chosen traits.

Portrait

Portrait

Character: _____

Character: _____

Trait: _____

Trait: _____

1. _____
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